



2019-2021 GROW YOUR OWN GRANT PROGRAM, CYCLE 2
COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018

NOGA ID

Authorizing legislation

General Appropriations Act, Rider 41, 85th Texas Legislature

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division

Texas Education Agency

1701 N. Congress Avenue, Austin, TX 78701-1494

Grant period from

Pathway 1 and 2: January 1, 2019 - May 31, 2021

Pathway 3 : January 1, 2019 - June 30, 2020

☒ Pre-award costs are not permitted.

Required Attachments

Pathway specific attachment

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Organization **Brazos ISD** CDN **008-903** Vendor ID **008-903** ESC **6** DUNS **02-081-46**

Address **PO BOX 819** City **Wallis** ZIP **77485** Phone **979-478-6551**

Primary Contact **Brian Thompson** Email **Bthompson@brazosisd.net** Phone **979-478-6551**

Secondary Contact **Teresa Ressler** Email **tressler@brazosisd.net** Phone **979-478-6070**

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name **Brian Thompson** Title **Superintendent**

Email **bthompson@brazosisd.net** Phone **979-478-6551**

Signature *Brian Thompson* Date **11/07/2018**

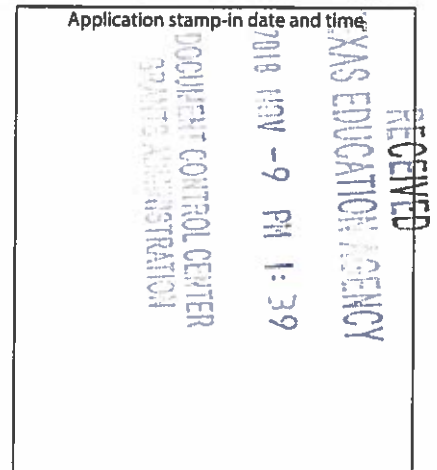
Grant Writer Name **Teresa Ressler** Signature *Teresa Ressler* Date **11/07/2018**

☒ Grant writer is an employee of the applicant organization. ☐ Grant writer is **not** an employee of the applicant organization.

RFA # **701-18-106** SAS # **277-19**

2019-2021 Grown Your Own Grant Program, Cycle 2

701-18-106-012



Shared Services Arrangements

☒ Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**

- ☐ The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Brazos ISD turnover rate for teachers has exceeded the state rate. The state rate for 16-17 was 16.4%. Brazos rates for the past three years: 2017: 29.2% 2016: 24.2% 2015: 20.9%	Providing paraprofessionals and instructional aides the opportunity to further their education in a teaching field. This will reduce Brazos ISD's turnover rate by growing our own teachers that are committed to the district.
Brazos ISD average years of experience for years 1-5 has been below the state average for the past 3 years. 2017: District 18.6 % State 28.0% 2016 District 18.8% State 27.3% 2015 District 21.9% State 26.1%	Providing paraprofessionals and instructional aides the opportunity to further their education in a teaching field will improve the retention rate for teachers beyond the 1-5 year mark. Brazos ISD will grow our own teachers that are committed to the district.
Increase the amount of applicants for our school district. Brazos ISD has a limited number of highly qualified teachers apply for positions in our school district.	Providing paraprofessionals and instructional aides the opportunity to further their education in a teaching field. This will increase the quality of applicants available in our district.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By the 2021 release of the TAPR report (Texas Academic Performance Report, Brazos ISD will reduce the district turnover rate to equal to or below the 2017 state average of 16.4%.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

August 2018: Eligible Educator Prep Program participants present statement of eligibility form Educator Prep Program and begin teaching assignments.

August 2018: Participants in higher education present transcripts to summer 2019 coursework.

December 2018: Participants in higher education present transcripts to show completed fall 2019 coursework.

Measurable Progress (Cont.)

Second-Quarter Benchmark

May 2019: Participants in higher education present transcripts to show completed Spring 2020 coursework.
 May/ June 2019: Educator Prep program participants will present proper certification to demonstrate completion of the program.
 June 2019: Determine teachers progress in program and hours needed for completion.

Third-Quarter Benchmark

August 2019: evaluate progress from summer courses
 December 2019: Identify the number of participants receiving tuition reimbursement
 January 2020: Eligible participants begin their coursework in college or a Educator Prep Program and submit enrollment documentation.
 May 2020: Participants submit transcripts showing completion of Spring 2019 coursework.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

The potential candidates for Grow Your Own here in Brazos ISD will more than likely start at various stages of their higher education. One candidate will possibly only need to complete an education preparation program and the other candidate will possibly need the entire length of the grant period to complete their degree. The evaluation for each participant is based on his or her starting point in the Grow Your Own Program. Measurements will be degrees and certifications obtained by the candidates. If a candidate is not making significant progress then a mentor may be assigned to help the candidate with appropriate coursework. The reasons for not completing the program in a timely manner will be assessed and decisions will be made to ensure the participant can continue the program with success.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check the boxes for the appropriate Pathway to indicate your compliance.

ALL PATHWAYS - The applicant assures the following:

- Grant funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be
- ☐ decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
 - ☐ The application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
 - ☐ Adherence to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
 - ☐ The LEA will attend and/or present at any symposiums, meetings or webinars at the request of TEA.
 - ☐ Participants and candidates will commit with an MOU to remain in the LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend.
- Adherence to all Performance Measures, as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines, and
- ☐ shall provide to TEA quarterly reports on progress towards SMART goals and performance measures as well as any requested performance data necessary to assess the success of the program.
 - ☐ All grant-funded participants and candidates will be identified and submitted to TEA by April 15, 2019.
 - ☐ A budget amendment will be filed within 30 days of notification that a participant or candidate is unable to continue with their degree or certification program.

PATHWAY 1- The applicant assures the following:

- ☒ Each high school will implement the courses described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Participants receiving the \$10,000 stipend must be the teacher of record for at least one dual credit course section in 2019-2020 and two dual credit course sections in 2020-2021 within the Education and Training Course sequence.
- ☒ All high schools will establish and/or grow a chapter of a CTSO that supports the Education and Training career Cluster and participate in at least one competitive event per year.
- ☒ Participation in the TEA Teacher Institute described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Each participant will submit to TEA two original master lessons per year within the Education and Training curriculum.
- ☒ All high schools will submit a plan for marketing and student recruitment to TEA each year.

PATHWAY 2- The applicant assures the following:

- ☒ The LEA will allow reasonable paid release time and schedule flexibility to candidates.
- ☒ Candidates earning bachelor's and certification will do so within 2 years and will serve as teacher of record in LEA by 2021-2022 year
- ☒ A signed letter of commitment or MOU from a high-quality EPP that will partner with the LEA to award teacher certifications will be presented to TEA for approval upon preliminary selection of awardees.

PATHWAY 3- The applicant assures the following:

- ☐ The clinical teaching assignment is a minimum of 28 weeks long or the intensive pre-service training is a minimum of 5 weeks long
- ☐ The EPP will provide candidates with teacher certification, evidence based coursework, and an opportunity to practice and be evaluated in a school setting
- ☐ The EPP will provide the observation, evaluation, feedback, professional development, and/or field-based experience opportunities described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☐ Partner LEAs and EPP will share program performance measures on a quarterly basis.
- ☐ EPP will provide aligned training to LEA-employed mentor teachers with whom the candidates are placed.

Statutory/Program Requirements

PATHWAY ONE: Describe your plan for recruitment, selection, and support of the teachers who will teach the Education and Training courses. Include the process for identifying teacher participants, with potential indicators including a demonstrated track record of measurable student achievement, evidence of involvement in student organizations, strong evaluation ratings, strong student-teacher relationships, degree to which the diversity of the teacher population mirrors that of the student population, recommendations from colleagues, etc. Also include a description of the MOU in which the participant commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

All applicants applying for Pathway 1 funding must submit the Pathway 1 Attachment with the application

Pathway 1: Brazos ISD currently has Education and Training career cluster courses at the high school level. The pathway for this cluster is: Principles of Education (9th grade), Child Development (10th grade), Instructional Practice (PALS) (11th grade) and Practicum in Education and training (12th grade). For the spring semester of 2019 Brazos High school will take interest surveys to better identify students with an interest in Education and Training. This career survey will be given to students in grades six through eleventh to assist the counselor with planning of CTE career cluster courses. In the spring of 2019 the development of a chapter of the Texas Association of Future Educators (TAFE) will be developed at the high school. Starting in the 2019-2020 school year the TAFE organization will compete in the TAFE regional contest. The district will attempt to recruit bilingual students to the Education and Training Pathway.

Statutory/Program Requirements

PATHWAY TWO: Applicants electing to implement Pathway 2 in addition to Pathway 1 must also describe the plan for recruitment, selection, and support of paraprofessionals, instructional aides, and long-term substitute teachers who will earn a bachelor's degree and/or teacher certification. The plan must address the process for identifying candidates, with potential indicators including evaluation ratings, involvement in school activities, pursuit of certification in hard-to-staff areas, commitment to degree and certification persistence, recommendations from colleagues, and degree to which the diversity of the teacher population mirrors that of the student population, including plan for recruiting candidates representative of the student demographics within the LEA. The plan should describe supports and potential career pathways for candidates, as well as a description of the MOU in which the candidate commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

All applicants applying for Pathway 2 funding must submit the optional Pathway 2 section in the Pathway 1 Attachment with the application

Recruitment for Path way 2:

The initial recruitment step to identify potential candidates:

- use our equity plan data to find eligible candidates
- send interest surveys
- Notify Principals of the opportunity to inform staff
- attempt by district to recruit potential bilingual staff that meet the qualifications

Interested Candidate Qualifications:

- Must not hold a teacher certification in the State of Texas
- Must have a minimum of 60 college credit hours that can be applied towards a teaching degree and/or have a degree and can enter into an educator preparation program
- Must be employed in the school district
- Candidates receiving a stipend for the cost of the bachelor's degree/ and or educator preparation program must agree to a memorandum of understanding with the district.
- Evaluation rating from Principal will be considered

Memorandum of Understanding (MOU):

- The MOU will detail the terms set between Brazos ISD and the candidates
- Detail the hours of college credit needed each semester, including summer courses. This requirement will be dependent on the hours each candidate currently has earned.
- Agreement to work in the district for a minimum of three years, unless terminated by the district

Pathway Selection and Participation

Complete the following section(s) to indicate your choice of pathway(s) and total request for funding. You may apply for Pathway 1, Pathways 1 and 2 concurrently, or Pathway 3. Refer to the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines for more information about eligibility, maximum number of participants, and funding restrictions.

PATHWAY ONE

☐ Check this box if you are applying for Pathway 1

Number of teachers with M.Ed. who are teaching Education and Training courses for dual credit		X \$11,000 =	
Number of teachers who are teaching Education and Training courses, but not for dual credit	2	X \$5,500 =	11,000
Number of high schools with existing Education and Training courses in 2018-2019	1	X \$6,000 =	6,000
Number of high schools without existing Education and Training courses in 2018-2019		X \$9,000 =	
Total Request for Pathway 1			17,000

PATHWAY TWO

☒ Check this box if you are applying for Pathway 2 **WITH** Pathway 1

Number of candidates pursuing a teacher certification only	1	X \$5,500 =	5,500
Number of candidates pursuing both a bachelor's degree and a teacher certification	1	X \$11,000 =	11,000
Request for Pathway 2			16,500
Request for Pathway 1			17,000
Total Combined Request for Pathways 1 & 2			33,500

PATHWAY THREE

☐ Check this box if you are applying for Pathway 3

Number of candidates participating in a year-long clinical teaching assignment		X \$22,000 =	
Number of candidates participating in an intensive pre-training service program		X \$5,500 =	
Total Request for Pathway 3			

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

PAYROLL COSTS (6100)**BUDGET**

Teachers of Education And Training Course Stipends	11,000
Substitute Pay (to cover teachers attending training of TAFE contest	1,500

PROFESSIONAL AND CONTRACTED SERVICES (6200)

SUPPLIES AND MATERIALS (6300)

Education and Training Instructional Supplies & Materials	1,000
TAFE Chapter & Student Memeberships	1,000
TAFE Contest and Travel Expenses	1,500
TAFE Teacher Leader Workshops	1,000

OTHER OPERATING COSTS (6400)

Tuition Reimbursement for teacher pursuing bachelor's degree	11,000
Teacher Prep program reimbursement	5,500

Total Direct Costs 33,500

Should match amount of Total Request from page 8 of this application

Indirect Costs**TOTAL AMOUNT REQUESTED**

Total Direct Costs plus Indirect Costs

Grow Your Own Grant
Pathways 1 and 2 Grow Your Own Program Attachment

Pathway 1: Teacher Stipend to Support Education and Training Course Implementation

Program Participants: Applicant must specify the number of teachers who will participate in the program and receive the stipend.

2

Question 1: Implementation and Growth of the Education and Training Courses. Applicant must articulate the plan for the implementation and growth of the Education and Training courses, offering the Instructional Practices and Practicum in Education and Training courses.

- ☐ This plan should address career development, counseling, and support opportunities for students and the establishment and/or growth TAFE or FCCLA.
- ☐ The plan must include strategies to increase enrollment in each course each year.
- ☐ The plan must include a description of the recruitment and selection of highly qualified, field experience classroom teachers with measurable evidence of student achievement.

Brazos ISD currently has Education and Training career cluster courses at the high school level. The pathway for this cluster is: Principles of Education (9th grade), Child Development (10th grade), Instructional Practice (PALS) (11th grade) and Practicum in Education and training (12th grade). For the spring semester of 2019 Brazos High school will take interest surveys to better identify students with an interest in Education and Training. This career survey will be given to students in grades six through eleventh to assist the counselor with planning of CTE career cluster courses. In the spring of 2019 the development of a chapter of the Texas Association of Future Educators (TAFE) will be developed at the high school. Starting in the 2019-2020 school year the TAFE organization will compete in the TAFE regional contest. The district will attempt to recruit bilingual students to the Education and Training Pathway.

Increased enrollment:

Interest Surveys
Career Cluster Nights to increase awareness and involvement
PALS and Mentoring Programs

Selection of the field experience teachers:

Years of Experience
Areas of Experience: elementary experience preferred
Certification Areas

Student Achievement

Increase in participation
Increase in number of high school graduates enrolling in college to obtain a teaching degree

Question 2: Student Marketing, Recruitment, and Persistence. Applicant must articulate how they plan to recruit students to participate in the Education and Training course sequence.

- ☐ The plan must include a description of the profile of students targeted for recruitment, such as performance quartile, diversity, etc.
- ☐ The plan must include marketing and recruitment strategies to increase student interest and persistence.
- ☐ The plan must also include a description of how the LEA leadership (district- and school-based) and staff will motivate students to enter and persist in the Education and Training courses.

Student Profile:

Target students with interest in a job in education (use interest surveys)

Target students performing in top 50% or class. (class size is very small, this % will look at the top 20-30 students)

Marketing:

Showcase events and activities that occur within our PALS and Education Courses.

Career Cluster Nights

LEA Leadership

District and School leaders will encourage students to participate.

Assist teachers who teach education classrooms and meet their needs.

Provide support and materials needed

Help advertiser and recruit

Bring in colleges and guest speakers to promote Educational Degrees.

Question 3 (required only if awarding stipends for dual credit Education and Training teachers): IHE and LEA Partnership. Applicant must describe the plan to develop a partnership between the IHE and LEA, if offering Education and Training courses for dual credit.

- ☐ The plan must include an explanation of the partnership with a dual credit partner (community college or IHE), including the efficiency of the process through which students earn and transfer dual credits.
- ☐ The plan must include a description of the timeline to develop the dual credit partnership by the 2019–2020 school year.

- ☐ All applicants applying for Pathway 1 funding for dual credit stipends must submit with their application a signed letter of commitment or MOU from IHE partners agreeing to establish dual credit course offerings.

Pathway 2: Transition of Paraprofessionals, Instructional Aides, and Long-Term Substitutes to Full-Time Teaching Roles *(required only if applying for Pathway 2 funds in addition to Pathway 1)*

Program Participants: Applicant must specify the number of paraprofessionals, instructional aides, and/or long-term substitute teachers who will participate in the program and receive the stipend.

2

Question 4: EPP and LEA Partnership. Applicant must describe the plan to develop a partnership between a high-quality EPP and the LEA.

- ☐ The plan must include an explanation of the partnership for training, support, and certification of paraprofessionals, instructional aides, and/or long-term substitute teachers.
- ☐ The plan must contain a description of job-embedded training, flexibility of training location and schedule, a cohort approach, and consistent supports that encourage persistence and sustainability.

The potential candidates for Grow Your Own here in Brazos ISD will more than likely start at various stages of their higher education. One candidate will possibly only need to complete an education preparation program and the other candidate will possibly need the entire length of the grant period to complete their degree. The evaluation for each participant is based on his or her starting point in the Grow Your Own Program. Measurements will be degrees and certifications obtained by the candidates. If a candidate is not making significant progress then a mentor may be assigned to help the candidate with appropriate coursework. The reasons for not completing the program in a timely manner will be assessed and decisions will be made to ensure the participant can continue the program with success.

Job-embedded Training:
Applicants will be given opportunities to observe classrooms
Applicants will be assigned a mentor to support with courses taken
Applicants will be given opportunities to present lessons and work with students under the direct supervision of their mentor.

OPTIONAL Shared Services Arrangement (SSA)

Applicants that are the Fiscal Agents of an SSA must complete the fields below.

Fiscal Agent	County-District Number
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